

Hodges Elementary

4717 Main Street
Hodges, S.C. 29653

Grades	PK-5 Elementary School	
Enrollment	276 Students	
Principal	Susan H. Buchanan	864-374-5000
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Dru James	864-223-1878

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	78	22	1

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No
2005	Average	Average	Yes
2006	Average	Average	Yes

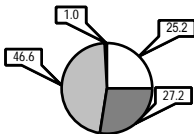
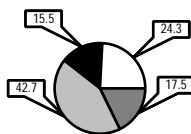
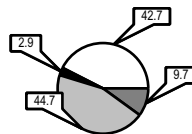
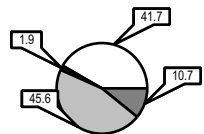
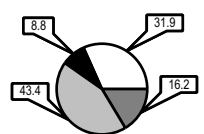
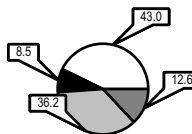
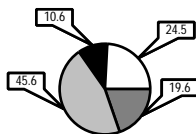
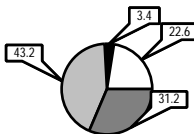
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	109	100.0	25.2	46.6	27.2	1.0	37.9	Yes	Yes
Gender									
Male	63	100.0	27.1	50.8	22.0	0.0	32.2	N/A	N/A
Female	46	100.0	22.7	40.9	34.1	2.3	45.5	N/A	N/A
Racial/Ethnic Group									
White	67	100.0	19.0	49.2	30.2	1.6	42.9	Yes	Yes
African American	40	100.0	34.2	42.1	23.7	0.0	31.6	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	88	100.0	17.1	47.6	34.1	1.2	47.6	N/A	N/A
Disabled	21	100.0	57.1	42.9	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	100.0	25.2	46.6	27.2	1.0	37.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	107	100.0	24.8	46.5	27.7	1.0	38.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	74	100.0	28.6	47.1	24.3	0.0	31.4	Yes	Yes
Full-pay meals	35	100.0	18.2	45.5	33.3	3.0	51.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	109	100.0	24.3	42.7	17.5	15.5	47.6	Yes	Yes
Gender									
Male	63	100.0	27.1	40.7	15.3	16.9	49.2	N/A	N/A
Female	46	100.0	20.5	45.5	20.5	13.6	45.5	N/A	N/A
Racial/Ethnic Group									
White	67	100.0	14.3	41.3	23.8	20.6	60.3	Yes	Yes
African American	40	100.0	36.8	47.4	7.9	7.9	28.9	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	88	100.0	13.4	47.6	20.7	18.3	56.1	N/A	N/A
Disabled	21	100.0	66.7	23.8	4.8	4.8	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	100.0	24.3	42.7	17.5	15.5	47.6	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	107	100.0	22.8	43.6	17.8	15.8	48.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	74	100.0	27.1	44.3	15.7	12.9	42.9	Yes	Yes
Full-pay meals	35	100.0	18.2	39.4	21.2	21.2	57.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	109	100.0	42.7	44.7	9.7	2.9	12.6
Gender							
Male	63	100.0	47.5	39.0	10.2	3.4	13.6
Female	46	100.0	36.4	52.3	9.1	2.3	11.4
Racial/Ethnic Group							
White	67	100.0	31.7	49.2	14.3	4.8	19.0
African American	40	100.0	60.5	36.8	2.6	0.0	2.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	88	100.0	31.7	52.4	12.2	3.7	15.9
Disabled	21	100.0	85.7	14.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	100.0	42.7	44.7	9.7	2.9	12.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	107	100.0	42.6	44.6	9.9	3.0	12.9
Socio-Economic Status							
Subsidized meals	74	100.0	45.7	41.4	10.0	2.9	12.9
Full-pay meals	35	100.0	36.4	51.5	9.1	3.0	12.1

Social Studies							
All Students	109	100.0	41.7	45.6	10.7	1.9	12.6
Gender							
Male	63	100.0	47.5	42.4	8.5	1.7	10.2
Female	46	100.0	34.1	50.0	13.6	2.3	15.9
Racial/Ethnic Group							
White	67	100.0	31.7	50.8	15.9	1.6	17.5
African American	40	100.0	55.3	39.5	2.6	2.6	5.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	88	100.0	30.5	53.7	13.4	2.4	15.9
Disabled	21	100.0	85.7	14.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	100.0	41.7	45.6	10.7	1.9	12.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	107	100.0	40.6	46.5	10.9	2.0	12.9
Socio-Economic Status							
Subsidized meals	74	100.0	48.6	44.3	5.7	1.4	7.1
Full-pay meals	35	100.0	27.3	48.5	21.2	3.0	24.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	42	100.0	17.5	42.5	37.5	2.5	40.0
	4	37	100.0	14.7	73.5	11.8	0.0	11.8
	5	45	100.0	22.0	53.7	24.4	0.0	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	33	100.0	16.1	61.3	22.6	0.0	22.6
	4	36	100.0	29.4	38.2	32.4	0.0	32.4
	5	40	100.0	28.9	42.1	26.3	2.6	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	42	100.0	15.0	65.0	15.0	5.0	20.0
	4	37	100.0	20.6	38.2	38.2	2.9	41.2
	5	45	100.0	4.9	58.5	24.4	12.2	36.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	33	100.0	22.6	54.8	19.4	3.2	22.6
	4	36	100.0	23.5	38.2	17.6	20.6	38.2
	5	40	100.0	26.3	36.8	15.8	21.1	36.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	42	100.0	47.5	47.5	2.5	2.5	5.0
	4	37	100.0	38.2	44.1	14.7	2.9	17.6
	5	45	100.0	46.3	36.6	14.6	2.4	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	33	100.0	38.7	58.1	3.2	0.0	3.2
	4	36	100.0	44.1	35.3	14.7	5.9	20.6
	5	40	100.0	44.7	42.1	10.5	2.6	13.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	42	100.0	40.0	55.0	5.0	0.0	5.0
	4	37	100.0	26.5	64.7	8.8	0.0	8.8
	5	45	100.0	31.7	43.9	12.2	12.2	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	33	100.0	38.7	51.6	9.7	0.0	9.7
	4	36	100.0	44.1	44.1	11.8	0.0	11.8
	5	40	100.0	42.1	42.1	10.5	5.3	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 276)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 1.2%	3.6%	2.8%
Attendance rate	96.8%	Up from 96.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 11.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 9.7%	0.0%	0.0%
Eligible for gifted and talented	10.7%	Down from 15.7%	8.9%	10.4%
On academic plans	40.0%	N/AV	39.7%	33.6%
On academic probation	17.5%	N/AV	1.0%	1.0%
With disabilities other than speech	9.1%	Down from 10.1%	8.4%	7.5%
Older than usual for grade	0.4%	Up from 0.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	47.6%	Up from 40.0%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.8%	N/A	0.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.6%	Down from 87.3%	87.5%	87.3%
Teacher attendance rate	96.2%	Up from 95.6%	95.1%	94.9%
Average teacher salary	\$43,742	Up 3.7%	\$42,266	\$42,485
Prof. development days/teacher	18.1 days	Up from 15.9 days	12.9 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 16.9 to 1	17.9 to 1	18.6 to 1
Prime instructional time	90.1%	Up from 88.4%	89.7%	89.7%
Dollars spent per pupil*	\$7,115	Up 12.6%	\$6,584	\$6,557
Percent of expenditures for teacher salaries*	59.2%	Up from 54.9%	63.8%	64.0%
Percent of expenditures for instruction*	62.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year at Hodges Elementary was a productive year for students, faculty, and staff. Teachers and staff continued to work diligently to meet the requirements of No Child Left Behind. As a result, we made AYP by meeting all seventeen objectives required for our school.

Our mission is to provide all students with a quality education. Our curriculum is based on the state curriculum standards. This year our instructional focus was on moving students forward and upward. Various resources were used to make the curriculum interesting and challenging for all students. Our teachers continued to receive training and provided instruction in Balanced Literacy initiatives. To enhance our efforts in broadening comprehension skills, our media specialist sponsored activities and incentives such as Reading Rocks celebration, monthly book club, books and breakfast program, and author visits.

In order to bridge the achievement gap in reading and math, students were assessed throughout the school year and were provided tutorial and/or enrichment sessions. Students also had the opportunity to participate in after-school programs to enrich and/or remediate their reading and math skills. Our computer lab was a huge success in motivating students to improve their math skills.

Teachers received a laptop and projector to use for instructional purposes. They received training in the use of instructional technology and began using this tool to enhance student learning.

The open door policy at Hodges Elementary encourages parents to become involved in their children's educations. The school and PTO planned many opportunities for families to visit our school. Some of these events included Grandparents Day, Open House, parent conferences, Fall Festival, monthly birthday celebrations, All-Stars, family curriculum night, In The Spotlight, student performances, PTO meetings, field day, and many fund-raising activities. Our PTO raised enough money this year to buy new playground equipment.

We promote a positive and nurturing school climate with such activities as Responsibility Training, Chik-Fil-A character development, student recognition, honor roll, perfect attendance, and various staff recognition activities. PTO provides teacher appreciation throughout the year. We appreciate the work of our dedicated PTO and School Improvement/Title I committees.

At Hodges Elementary, student learning is our chief priority. Teachers, staff, parents, students, administrators, and community members share in the responsibility for providing a supportive learning environment within our school. Hodges Elementary continues to buzz with knowledge!

Susan H. Buchanan, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	30	24
Percent satisfied with learning environment	91.3%	89.7%	91.7%
Percent satisfied with social and physical environment	95.7%	83.3%	87.0%
Percent satisfied with school-home relations	100.0%	93.3%	91.3%

*Only students at the highest elementary school grade level at this school and their parents were included.